

## LADSON ELEMENTARY

3313 Ladson Road  
Ladson, SC 29456

<b>GRADES</b>	PK-6 Elementary School	
<b>ENROLLMENT</b>	556 Students	
<b>PRINCIPAL</b>	Reginald Bright	843-764-2225
<b>SUPERINTENDENT</b>	Dr. Maria L. Goodloe	843-937-6319
<b>BOARD CHAIR</b>	Ms. Nancy Cook	843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	23	56	20	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Excellent	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

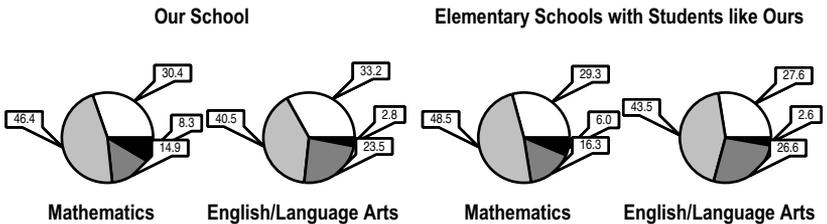
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.4%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	321	99.7	33.0	40.6	23.6	2.8	36.8	Yes	Yes
<b>Gender</b>									
Male	164	99.4	37.0	36.3	24.0	2.7	37.0		
Female	157	100.0	28.9	45.1	23.2	2.8	36.6		
<b>Racial/Ethnic Group</b>									
White	106	100.0	23.4	36.2	35.1	5.3	51.1	Yes	Yes
African-American	194	99.5	38.3	43.4	16.6	1.7	28.6	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	33.3	33.3	33.3	0.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	281	100.0	28.2	44.3	24.3	3.1	38.8		
Disabled	40	97.5	69.7	12.1	18.2	0.0	21.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	321	99.7	33.0	40.6	23.6	2.8	36.8		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	99.7	32.3	40.8	24.1	2.8	37.6		
<b>Socio-Economic Status</b>									
Subsidized meals	250	99.6	37.2	39.9	20.2	2.7	33.6	Yes	Yes
Full-pay meals	71	100.0	18.5	43.1	35.4	3.1	47.7		

**Mathematics - State Performance Objective = 15.5%**

All Students	321	99.7	30.4	46.4	14.9	8.3	35.6	Yes	Yes
<b>Gender</b>									
Male	164	99.4	30.6	42.2	17.0	10.2	38.8		
Female	157	100.0	30.3	50.7	12.7	6.3	32.4		
<b>Racial/Ethnic Group</b>									
White	106	100.0	19.1	42.6	23.4	14.9	52.1	Yes	Yes
African-American	194	99.5	38.1	48.9	8.5	4.5	23.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	20.0	46.7	26.7	6.7	53.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	281	99.6	26.7	48.2	15.7	9.4	38.0		
Disabled	40	100.0	58.8	32.4	8.8	0.0	17.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	321	99.7	30.4	46.4	14.9	8.3	35.6		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	99.7	30.0	46.6	14.8	8.5	36.0		
<b>Socio-Economic Status</b>									
Subsidized meals	250	100.0	33.5	46.9	11.6	8.0	30.8	Yes	Yes
Full-pay meals	71	98.6	20.0	44.6	26.2	9.2	52.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>	
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	80	100.0	44.4	37.5	18.1	N/A	18.1
	<b>Grade 4</b>	77	100.0	35.8	53.7	10.4	N/A	10.4
	<b>Grade 5</b>	88	98.9	32.9	51.3	14.5	1.3	15.8
	<b>Grade 6</b>	60	100.0	24.1	48.1	25.9	1.9	27.8
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	87	100.0	15.7	37.3	42.2	4.8	47.0
	<b>Grade 4</b>	84	100.0	33.8	48.8	17.5	N/A	17.5
	<b>Grade 5</b>	69	98.6	50.8	38.5	10.8	N/A	10.8
	<b>Grade 6</b>	81	100.0	31.6	40.8	21.1	6.6	27.6
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	80	100.0	27.8	59.7	8.3	4.2	12.5
	<b>Grade 4</b>	77	100.0	32.8	50.7	11.9	4.5	16.4
	<b>Grade 5</b>	88	98.9	18.4	64.5	11.8	5.3	17.1
	<b>Grade 6</b>	60	100.0	18.5	40.7	31.5	9.3	40.7
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	87	100.0	21.7	62.7	12.0	3.6	15.7
	<b>Grade 4</b>	84	98.8	40.0	47.5	8.8	3.8	12.5
	<b>Grade 5</b>	69	100.0	50.0	33.3	10.6	6.1	16.7
	<b>Grade 6</b>	81	100.0	10.5	43.4	26.3	19.7	46.1
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 556)</b>				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.6%	Up from 0.8%	3.6%	2.7%
Attendance rate	95.3%	Up from 94.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%		6.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%		4.7%	3.5%
Eligible for gifted and talented	10.0%	Up from 7.9%	7.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Down from 8.4%	8.9%	8.2%
Older than usual for grade	2.3%	Down from 20.5%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	44.4%	Down from 47.2%	46.9%	51.4%
Continuing contract teachers	61.1%	Down from 77.8%	85.2%	87.5%
Highly qualified teachers**	93.5%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	7.1%		0.0%	0.0%
Teachers returning from previous year	80.2%	Up from 69.7%	85.3%	86.7%
Teacher attendance rate	94.3%	Up from 92.2%	94.7%	94.9%
Average teacher salary	\$39,306	Down 0.5%	\$40,191	\$40,760
Prof. development days/teacher	19.1 days	Up from 15.5 days	13.2 days	12.4 days
<b>School</b>				
Principal's years at school	13.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 20.4 to 1	17.6 to 1	18.9 to 1
Prime instructional time	87.6%	Up from 85.2%	90.1%	90.0%
Dollars spent per pupil*	\$5,231	Up 0.6%	\$6,379	\$6,044
Percent of expenditures for teacher salaries*	68.5%	Up from 68.4%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	N/R	N/A	Good	Good
* Prior year audited financial data are reported.				
		<b>Our District</b>	<b>State</b>	
Highly qualified teachers in low poverty schools**		88.1%	92.0%	
Highly qualified teachers in high poverty schools**		87.8%	91.1%	
		<b>State Objective</b>	<b>Met State Objective</b>	
Highly qualified teachers in this school**		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Congratulations and many thanks to each parent, student, and staff member for helping Ladson Elementary School achieve an Average Rating on the 2003 School Report Card. We received a Silver Award from the South Carolina State Department of Education for our PACT improvement. We are proud to have everyone on our team - a team that puts children first.

As a member of the Accelerated School Project, the staff of Ladson Elementary School is unified in their commitment to the success of each child. We strive to meet our improvement goals of increasing annually the number of students scoring at the Proficient and Advanced levels on the PACT by 5% and decreasing by more than 10% the number of students scoring Below Basic. By emphasizing the basic skills as the foundation for problem-solving and critical thinking, the number of students scoring at the Basic level or above in 2003 increased by 9.6% in math. However, the number of students scoring at or above basic in ELA decreased by 7.1%. The third grade had the highest increase in math (28.4%) and the sixth grade had the highest increase in ELA (5.4%). We base our strategies and programs on the needs of our students by examining data on achievement and by researching best practices, as well as by selecting programs that are aligned with state standards. Our staff is receiving ongoing training on how to integrate the curriculum standards, how to assess at higher levels of thinking, and how to infuse inquiry and literacy into our teaching. Please help us to continue to improve our achievement by practicing math facts and reading every night with your children.

This year we were one of the few CCSD schools that was a recipient of the Cornerstone Grant. As a part of this grant we received funding to increase our guidance counselor, nurse, and mental health worker to full time positions. In addition, we were also able to fund a Student Concern Specialist. Our construction and renovation is completed. We are excited about our renewal process and invite you to come to school and let us show off our school to you. As a Title 1 school, we are anxious to plan with you how we can utilize our funds to help increase student achievement. We need the strength of your human and material resources to help us meet our goals: join PTA, visit our school, volunteer! Encourage your child to accept responsibility for his or her choices, both good ones and poor ones. Let us know how we are meeting your needs and expectations. Join us as we do our "personal best" to create a learning community in our Ladson Family and implement the Charleston Plan for Excellence.

Karen Stinson  
Chairman, SIC  
Roberta N. Papineau, Ed.D.  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	66	19
Percent satisfied with learning environment	94.4%	92.3%	68.4%
Percent satisfied with social and physical environment	94.6%	87.5%	84.2%
Percent satisfied with home-school relations	59.5%	87.7%	68.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.